HCC | HOUSTON COMMUNITY COLLEGE

Division of Social and Behavioral Sciences
Psychology Department
http://www.hccs.edu/programs/areas-of-study/social--behavioral-sciences/psychology/

PSYC 2314 Lifespan Growth & Development | Lecture | CRN#11093
Spring 2019 | 12 Weeks | February 11-May 12, 2019
In-Person | Central Campus-CE Learning Hub | Science Room#416|
T/Th 12:00pm-1:50pm
3 Credit Hours | 48 hours per semester

Instructor Contact Information

Instructor:	Brendi Schramm, MA, LMSW	Office Phone:	713-718-5757
Office:	Central Campus	Office Hours:	1:50pm-2:20pm
HCC Email:	brenda.schramm@hccs.edu	Office Location:	Room #416

Please feel free to contact me concerning any problems that you are experiencing in this course. Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics.

Instructor's Preferred Method of Contact
My preferred method of contact is communicating directly in class or via HCC Outlook email at brenda.schramm@hccs.edu. I check and respond to emails daily and will get back to you within 24 hours during the week and within 48 hours on the weekend. Please feel free to contact me concerning any problem that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in my class is very important to me. I am available to hear your concern and also to discuss course topics. Again, my HCC Outlook email is: brenda.schramm@hccs.edu.

What's Exciting About This Course

Students today are inquisitive to know what are the factors behind their own, as well as other's behaviors, attitudes, and emotions. They also have many questions related to lifespan development, such as what are best practices to rearing children and life-long development? Is a meaningful, fulfilled life within one's control or is it more due to genetics? What factors are behind the increase in world population of people living to be over 100? How much does home environment play in growth and development? The study of lifepan development helps to answer these and many other related questions. In PSYC2314 you will learn the basics of human develop through the entire lifespan, including infancy, childhood, adolescents, adulthood, and aging. You will explore theories in lifespan development that relate to how we learn, grow, and interact with our environment. The information in this course will enable you

to understand how factors in life can greatly influence growth and development and how to develop habits to help increase your sense of well being and longevity.

My Personal Welcome

Welcome to PSYC2314 Lifespan Development! I'm delighted to have you in this class! I hope that you find this a rewarding experience, not only for your educational program, but also for your personal life. My goal is to make this course practical, as well as informative, social as well as individually beneficial. I find that students now only come to class to learn, but also to contribute and to share their knowledge and life experiences. You are a valuable part of the educational experience. I hope that the concepts and ideas that you learn will stay with you long after the completion of this course and make an indelibly positive impact on your life. Welcome to the class! Remember that I am here to assist.

Prerequisites and/or Co-Requisites

The minimum requirements for enrollment in PSYC 2314 are as follows: (1) completed and passed PSYC 2301; (2) and satisfied the requirements for college-level reading and writing skills (or take INRW 0420 or ESOL 0360 as a co-requisite). If you have enrolled in this course without having satisfied these prerequisites, you are at higher risk of failure or withdrawal than students who have done so, and you should carefully read and consider the repeater policy in the HCC Student Handbook.

Eagle Online Canvas Learning Management System

This course will use Eagle Online Canvas (https://eagleonline.hccs.edu) to supplement in-class assignments, exams, and activities. Click or tap here to enter text.Eagle Online Canvas will be used to provide the course grades and also informational resources, such as the FINAL EXAM HANDBOOK, scoring rubrics for assignments and other information to assist students. There will not be any graded work within Canvas. All graded assignments will be provided to students in class.

HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. It is recommended that you **USE FIREFOX OR CHROME AS YOUR BROWSER**.

HCC Online Information and Policies
Although this is an in-person class, I encourage you to visit the HCC Online information pages. They contain a great deal of useful information about using Canvas. Here is the link to HCC Online: http://www.hccs.edu/online/.

Scoring Rubrics, Assignment Instructions, etc.
Look in Eagle Online Canvas for the scoring rubrics for assignments, assignment instructions, exam instructions, and other information to assist you in the course.
https://eagleonline.hccs.edu/login/ldap

Instructional Materials

Textbook Information

The textbook listed below is **required** for this course. **Lifespan Development** (8th edition) by Boyd and Bee (Pearson). ISBN: 0135192617.

It is included in a package that contains the text as well as an access code that may be purchased at the HCC Bookstore. You may either use a print copy of the book or rent the e-book from the publisher. Order your book here: HCC Bookstore

Temporary Free Access to E-Book

Here is the link to get temporary free access to a digital version of the text for a limited period of time: Pearson Revel. Please also look on Canvas for detailed instructions for activating temporary free access to the e-book.

Other Instructional Resources

Publisher's Digital Workbook
N/A. The digital workbook is not required in this course. All tests and assignments for this course will be provided in class.

Tutoring
HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the HCC Tutoring Services website for services provided.

Libraries
The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at http://library.hccs.edu.

Supplementary Instruction
Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at http://www.hccs.edu/resources-for/current-students/supplemental-instruction/.

Course Overview

PSYC 2314 is a developmental psychology course designed to provide an understanding of human behavior and characteristics from conception through death. This course includes information on physical, cognitive, and psychosocial changes throughout the lifespan. Theory, research, and applications are covered.

Core Curriculum Objectives (CCOs)

PSYC 2301, PSYC 2314, PSYC 2316, and PSYC 2319 satisfy the social science requirement in the HCCS core curriculum. The HCCS Psychology Program Committee has specified that these courses address the core objectives as follows:
- *Critical Thinking*: Students will demonstrate the ability to engage in inquiry and analysis, evaluation and synthesis of information, and creative thinking by completing a written assignment such as a book report, research paper, or essay.
- *Communication Skills*: Students will demonstrate effective development, interpretation and expression of ideas through written, oral, and visual communication by completing a written assignment such as a book report, research paper, or essay.
- *Quantitative and Empirical Literacy*: Students will demonstrate the ability to draw conclusions based on the systematic analysis of topics using observation, experiment, and/or numerical skills by completing textbook reading assignments, completing assignments, and answering questions on quizzes and exams.
- *Social Responsibility*: Students will demonstrate cultural self-awareness, intercultural competency, civil knowledge, and the ability to engage effectively in regional, national, and global communities by completing textbook reading assignments, completing assignments, and answering questions on quizzes and exams.

Program Student Learning Outcomes (PSLOs)

Can be found at:
http://www.hccs.edu/programs/areas-of-study/social--behavioral-sciences/psychology/

Course Student Learning Outcomes (CSLOs)

Upon completion of PSYC 2314, students will be able to

- Demonstrate knowledge of concepts, facts, and theoretical perspectives in the major sub-fields of psychology.
- Define and identify the research methods used in psychology, including the strengths and weaknesses of each method.
- Demonstrate knowledge of and identify concepts related to personal development and the development and behavior of others.
- Apply psychological concepts to the solution of issues and problems including ethics, coping with stressful events, health and wellness, parenting, learning, memory, and /or evaluation of media presentations.

Learning Objectives

Learning Objectives for each CSLO can be found at Learning Objectives for PSYC 2314

Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:
- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as your guide.

Instructor and Student Responsibilities

As your Instructor, it is my responsibility to**:**
- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through learner-centered instructional techniques
- Provide a description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness, and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

As a student, it is your responsibility to**:**
- Attend class in person and/or online
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
- Read and comprehend the textbook
- Complete the required assignments and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts, and all assignments
- Be aware of and comply with academic honesty policies in the HCCS Student Handbook

Assignments, Exams, and Activities

Please carefully review all of the information in this section and don't hesitate to ask questions if anything is unclear to you. Be assured that I have thoughtfully designed all of the assignments, exams, and activities in this course to enable you to learn the material and to be successful. By providing due dates, I am helping you stay on track and accomplish your goal of getting the best grade you can in this course.

Written Assignment(s)

Essay Paper and Presentation (200 points)
There will be one essay paper assignment in this course. Students can select any topic related to lifespan development to research, write, and present in class.

Essay Presentation (100 points)

You will have the opportunity to present to the class the research that you had conducted in your essay paper. You will do an overview (summary) of the research topic via PPT presentation. (Please see grading rubric in Canvas).

Essay Paper (100 points)

There are numerous issues related to human lifespan development that impact people today. You could easily come up with over 100 if you had the time ranging from teen pregnancy, drug addictions, domestic violence, discrimination, disabilities, parenting issues, unemployment, infertility, midlife crisis, retirement issues, etc.

Suggested steps for completing your paper on time:

Week 1:
Brainstorm to come up with issues related to human lifespan development that are most important to you. *Choose* one of the issues for your assignment.

Week 2:
Look up information from two professional journal articles in the library or from professional web sites (org, gov, or edu).

Week 3:
Write these two sources on a reference page in APA format.

Week 4:
Write a title page that includes your name, title, and course number, centered on page in APA format.

Week 5: Create an outline for a five-point essay:

Title Page

Introduction:
　　　One introductory paragraph (Introduce the problem and ask at least one pertinent question that you would like to know).

　　　Three body paragraphs with support and development (Each paragraph could begin with a question. Remember to neatly tie each paragraph together and into the theme of your paper)

　　　Paragraph one:

　　　Paragraph two:

　　　Paragraph three:

Conclusion
　　　One concluding paragraph (Summarize the main points of your paper).

Reference Page:

(Cite these using APA formatting, which is similar to that of the course text here): Boyd, D. & Bee, H. (2015). *Lifespan Development* (7th ed.). Upper Saddle River, NJ: Pearson Publishers.

Week 6
Add a Question for each of the paragraphs.

Week 7
Add cited information from your references into your paper and include in-text citations (Author, date). (Remember to keep all cited information 20% or less in your paper. Summarize when you can).

Week 8
Review and turn in to hccs.upswing.io
Make any needed corrections provided by upswing and turn into instructor.

Week 9

Written assignment due on Thursday of week 9 (April 18, 2019). Please submit to assignments link on Canvas.

Week 10
 Prepare essay presentation of essay topic to present in class next week.

Week 11

Present your essay topic to class.

Grading Rubric for Assignment Paper:

	Possible points	Student points
Title page: Include your name, title, and course number centered on page.	5	
Introduction: Introduce the problem and preview the main points of your paper. You may also present a question on the topic.	5	
Body of paper: Provides a five-paragraph essay where you established a clear thesis statement. All ideas are strongly related to the thesis and are focused on the topic. Provide within your paragraphs strong content that helps to answer the question presented in the introduction. (20 points per paragraph) **Paper:** Is at least 500 words long (10 points). Contains in-text citations (e.g. author, date) for each borrowed source (10 points). Provides distinct paragraphs for each new thought and clear headers for title, conclusion, etc. (10 points). Free of spelling and grammar errors (10 points).	60	
Conclusion: Summarize the main points presented and provide an	10	

attention-getting conclusion.		
Tutoring: Paper was submitted to www.hccs.upswing.io Please attach Upswing corrected paper to final paper (10 points). Paper shows how tutor corrective suggestions were incorporated.	10	
Reference page: Supported your work with at least 2 references, cited in APA formatting. (Select from academic sources: Journal articles or web sources (org, gov, or edu.). Note: The in-text citation within the body of the paper should match the list of sources presented on the reference page.	10	
Total Score	100	

Exams

Unit Exams

Five (100-point) multiple-choice unit exams will be given in this course. The unit exam with the lowest score will be dropped. Only the best 4 of 5 exam scores will be calculated for the overall exam grade as a student can drop his/her lowest exam score. Each multiple-choice exam will have 50 questions (2 points each question) from material covered in the lectures, the course text, and terms and learning objectives in the Final Exam Handbook. The information covered in these exams are geared toward preparing students for the Departmental Final Exam. Students will have 60-70 minutes (one attempt only) to complete each unit exam. Exams will be scored from 0-100 with each question worth 2 points. Each exam will be worth 10% of the total grade (40% for all four exams). NOTE: The lowest unit exam grade will be dropped when calculating the final course grade. This does <u>not</u> include the final nor the final practice exam. For each exam a green SCANTRON will be needed. (You may purchase this from the HCCS campus bookstore).

In-Class Activities

Chapter Topic Presentation (100 points)

You will have the opportunity to present a week's topic discussion to the class. You will choose a topic of interest to present to the class related to the week that it is scheduled from the following: You will do an overview (summary) of the chapter topic and present an activity related to the chapter that involves the entire class. This could be a game, skit, case study, PPT or anything appropriately creative. Please double check with me regarding the availability of the weekly topic that you have interest and the activity that you plan to do. (Please see grading rubric in Canvas).

Other Assignments and Activities

Participation (100 points)
Participation will be part of the overall course grade. 100 points = perfect attendance. 90 points = 90% attendance, ect.

Comprehensive Final Exam

There will be a comprehensive final exam in this course. Insert text that describes your comprehensive final exam in detail. State the number of questions, point value or weight of the exam, and mode of administration (Canvas or in-person) The final exam must be administered on the date designated in HCC's Final Exam Schedule.

Students who are absent from the final exam must discuss their absence with the instructor in advance or within 24 hours afterward. Insert information about the consequences for students who do not communicate with you about missing the final exam.

Grading Formula

Insert a paragraph describing your grading system, i.e., total points, weighted averages, etc. The psychology department strongly recommends that you adopt a points-based grading system with a maximum 1,000 total points possible. Enter the value or weight of each type of activity in the table below.

Written Assignment(s)	200
Exams	400
In-Class Activities	100
Other Assignments and Activities	100
Comprehensive Final Exam	200
Total	1000

Grade	Total Points
A	900+
B	800-899
C	700-799
D	600-699
F	<600

Incomplete Policy
In order to receive a grade of Incomplete ("I"), a student must have completed at least 85% of the work in the course. In all cases, the instructor reserves the right to decline a student's request to receive a grade of Incomplete.

HCC Grading Scale can be found on this site under Academic Information:
http://www.hccs.edu/resources-for/current-students/student-handbook/

Course Calendar

Spring Second Start		
Week	**Dates**	**Topic/What's due**
1	Feb 12	Intro to Course: Syllabus; Chapter 1: Basic Concepts and Methods

	Feb 14	Chapter 2: Theories of Development
2	Feb 19 Feb 21	Chapter 3: Prenatal Development and Birth Chapter 4: Physical, sensory, & perceptual development in infancy **Exam 1 (Chapters 1-3)** (O/E Census Day is Wednesday, February 20th)
3	Feb 26 Feb 28	Chapter 5: Cognitive Development in Infancy Chapter 6: Social & Personality Development in Infancy
4	Mar 5 Mar 7	Chapter 7: Physical & Cognitive Dev in Early Childhood Chapter 8: Social/Emotional Development in Early Childhood **Exam 2 (Chapters 4-7)**
	Mar 11-17	**Spring Break**
5	Mar 19 Mar 21	Chapter 9: Physical & Perceptual Development in Middle Childhood Chapter 10: Social/Emotional Development in Middle Childhood
6	Mar 26 Mar 28	Chapter 11: Physical & Cognitive Dev in Adolescence Chapter 12: Social/Emotional Development in Adolescence **Exam 3 (Chapters 8-11)**
7	Apr 2 Apr 4	Chapter 13: Physical & Cognitive Dev Early Adulthood Chapter 14: Social/Emotional Development in Early Adulthood
8	Apr 9 Apr 11	Chapter 15: Physical & Cognitive Development in Middle Adulthood (Late Day to Drop Date: Tuesday, April 20th) Chapter 16: Social/Emotional Development in Middle Adulthood **Exam 4 (Chapters 12-15)**
9	Apr 16 Apr 18	Chapter 17: Physical & Cognitive Dev Late Adulthood Chapter 18: Social/Emotional Development in Late Adulthood Chapter 19: Death & Dying **(Written Assignment Due)**
10	Apr 23 Apr 25	**Exam 5 (Chapter 16 - 19)** Final Exam Review
11	Apr 30 May 2	Student Presentations Student Presentations
12	May 9	**Final Exam**
	Important Dates:	Spring Break: March 11-17 Census/Official Enrollment day: Wednesday, February 20th
		Last Day to Drop: Tuesday, April 9th Final Exam: Thursday, May 9th.

Syllabus and Calendar Modifications
The instructor reserves the right to modify the syllabus and/or course calendar at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

Instructor's Practices and Procedures

Missed Assignments
There will be no make-up exams given in this course. The lowest exam grade is dropped from the final average. If you do need to miss an exam, that is the grade that will be dropped.

Academic Integrity

Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/ or disciplinary proceedings may be initiated by college district officials against a student accused of scholastic dishonesty. "Scholastic Dishonesty" includes, but is not limited to, cheating on a test, plagiarism and collusion. Any instance of scholastic dishonesty may be reported to the Maxiant system. Possible punishments for scholastic dishonesty include a grade of "0" or "F" on the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the college district. A recommendation for suspension or expulsion will be referred to the college Dean of Students for disciplinary disposition. Students have the right to appeal the decision.

> NOTE: Assignments that lack a reference page and proper in-text citations, and/or have a 50% or greater similarity index according to Turnitin.com will either not be accepted or returned to the student for correction. All papers that show plagiarism will receive a grade of 0%.

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance): http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/

Attendance Policy

You are encouraged to attend each class since regular attendance correlates with good grades. Be on time and attend the entire class. If you must be absent, you are, of course, responsible for the material covered in class in your absence (see the course calendar). Be advised that instructors must drop students who fail to attend class by the official date of enrollment "Census Day". In addition, students who miss six hours of class time maybe dropped from the course.

Student Conduct

I expect students to conduct themselves professionally in their communications with me, their classmates, and college staff and administration. Behavior inappropriate to the collegiate setting (including, but not limited to abusive, derogatory, threatening, harassing language directed at the instructor or towards other students, staff or administrators)will not be tolerated, and may result in removal from the course if severe and/or repeated.

Instructor's Course-Specific Information

Students can expect their exam grades within one week of the exam date. Graded papers may take longer to grade depending on the number of student papers submitted at once.

Electronic Devices

Students are **not** allowed to use any type of electronics during exams, including cell phones, laptops, smartwatches, etc. Doing so may lead to a zero grade on the exam.
Students' cell phones must be set to silent mode, and so on unless instructed by the professor to use as part of a class activity. Students must step out of the classroom to take an urgent call. Note: Cell phone use during class time may lead to poor attendance grades.

Psychology Program Information

Majoring in Psychology
Visit the Psychology Program Pages on the Learning Web for information about our faculty and courses. You will also find information about majoring in psychology.

Student Organizations

Psi Kappa
All students are invited to join Psi Kappa, an organization that can help students learn about psychology outside the classroom, serve the community, meet students in other PSYC classes, interact with PSYC faculty, and learn leadership skills. For more information, visit the Psi Kappa page on the HCC Learning Web, the Psi Kappa blog, and the Psi Kappa Facebook page.

Psi Beta
HCC has an active chapter of Psi Beta: National Honor Society in Psychology for Community and Junior Colleges. To learn more about this organization visit the Psi Beta website. For information about the HCC chapter, visit the Psi Beta page on the HCC Learning Web.

HCC Foundation: Psychology Achievers Scholarship
To be eligible for the $125 per semester Psychology Achievers Scholarship, a student must (1) meet all HCC Foundation criteria for scholarship eligibility, and (2) make an A in either PSYC 2301 or PSYC 2314.

HCC Policies
Here's the link to the HCC Student Handbook http://www.hccs.edu/resources-for/current-students/student-handbook/   In it you will find information about the following:

Academic Information	Incomplete Grades
Academic Support	International Student Services
Attendance, Repeating Courses, and Withdrawal	Health Awareness
Career Planning and Job Search	Libraries/Bookstore
Childcare	Police Services & Campus Safety
disAbility Support Services	Student Life at HCC
Electronic Devices	Student Rights and Responsibilities
Equal Educational Opportunity	Student Services
Financial Aid TV (FATV)	Testing
General Student Complaints	Transfer Planning
Grade of FX	Veteran Services

EGLS[3]
The EGLS[3] (Evaluation for Greater Learning Student Survey System) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS[3] surveys are only available for the Fall and Spring semesters. –EGLS3 surveys are not offered during the Summer semester due to logistical constraints.
http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/

Campus Carry Link
Here's the link to the HCC information about Campus Carry:
http://www.hccs.edu/departments/police/campus-carry/

HCC Email Policy
When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go to HCC Eagle ID and activate it now. You may also use Canvas Inbox to communicate.

Housing and Food Assistance for Students
Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (http://www.hccs.edu/departments/institutional-equity/)

disAbility Services
HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to http://www.hccs.edu/support-services/disability-services/

Title IX
Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main

(713) 718-8271
Houston, TX 77266-7517 or Institutional.Equity@hccs.edu
http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/

Department Chair Contact Information
Dr. Karen Saenz
Karen.Saenz@hccs.edu
713-718-7034